
State of Utah
Department of Human Service
Division of Child and Family Services



Training Plan
Targeted Plan within the CFSP for FFY 2020 to FFY 2024
APSR Update

Submitted: June 30, 2019

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ATTACHMENT G.

Introduction

This Training Plan has been reviewed and updated, where applicable, for the FFY 2021 APSR.

The Training Plan is a component of Utah's Child and Family Services Plan for FFY 2020 to 2024. This plan includes staff develop and training activities planned to support the goals of the CFSP, including programs under Title IV-B subparts 1 and 2, and also Title IV-E, as required by 45 CFR 1356.60(b)(2) and 1357.15(t). The Department of Human Services (DHS) is committed to training and maintaining a well-prepared, highly-trained workforce capable of addressing the broad ranging needs of the children and families we serve through the Division of Child and Family Services for child welfare and through the Division of Juvenile Justice Services.

For DCFS, all training provided by DCFS to employees, providers, and families is based on the DCFS Practice Model, the foundation on which all policies, procedures, programs, and services are anchored. Practice Model Principles guide staff as they strive to achieve the agency's vision and meet its mission.

Principle One—Protection. Children's safety is paramount; children and adults have a right to live free from abuse.

Principle Two—Development. Children and families need consistent nurturing in a healthy environment to achieve their developmental potential.

Principle Three—Permanency. All children need and are entitled to enduring relationships that provide a family stability, belonging, and a sense of self that connects children to their past, present, and future.

Principle Four—Cultural Responsiveness. Children and families are to be understood within the context of their own family rules, traditions, history, and culture.

Principle Five—Partnership. The entire community shares the responsibility to create an environment that helps families raise children to their fullest potential.

Principle Six—Organizational Competence. Committed, qualified, trained, and skilled staff, supported by an effectively structured organization, help ensure positive outcomes for children and families.

Principle Seven—Professional Competence. Children and families need a relationship with an accepting, concerned, empathetic worker who can confront difficult issues and effectively assist them in their process toward positive change.

The Practice Model Principles are at the core of the five Practice Skills, which constitute the framework for all agency training. The five Practice Skills are designed to “put the agency’s values into action” and are universally applied by workers across all of the division’s programs and services.

Engaging—The skill necessary to effectively establish a relationship with children, parents, and individuals who work together to help meet a child or family’s needs or resolve child welfare related issues.

Teaming—The skill workers use to assemble, become a member of, or lead a group or groups that supply needed support, services, and resources to children or families, and that helps resolve critical child and family welfare related issues. Child welfare is a community effort and requires a team.

Assessing—The skill that enables workers to obtain information about salient events and underlying causes that trigger a child or a family’s need for child welfare related services. This discovery process helps children and families identify issues that affect the safety, permanency, or wellbeing of the child, helps children and families discover and promote strengths that they can use to resolve issues, determines the child or family’s capacity to complete tasks or achieve goals, and ascertains a family’s willingness to seek and utilize resources that will support them as they try to resolve their issues.

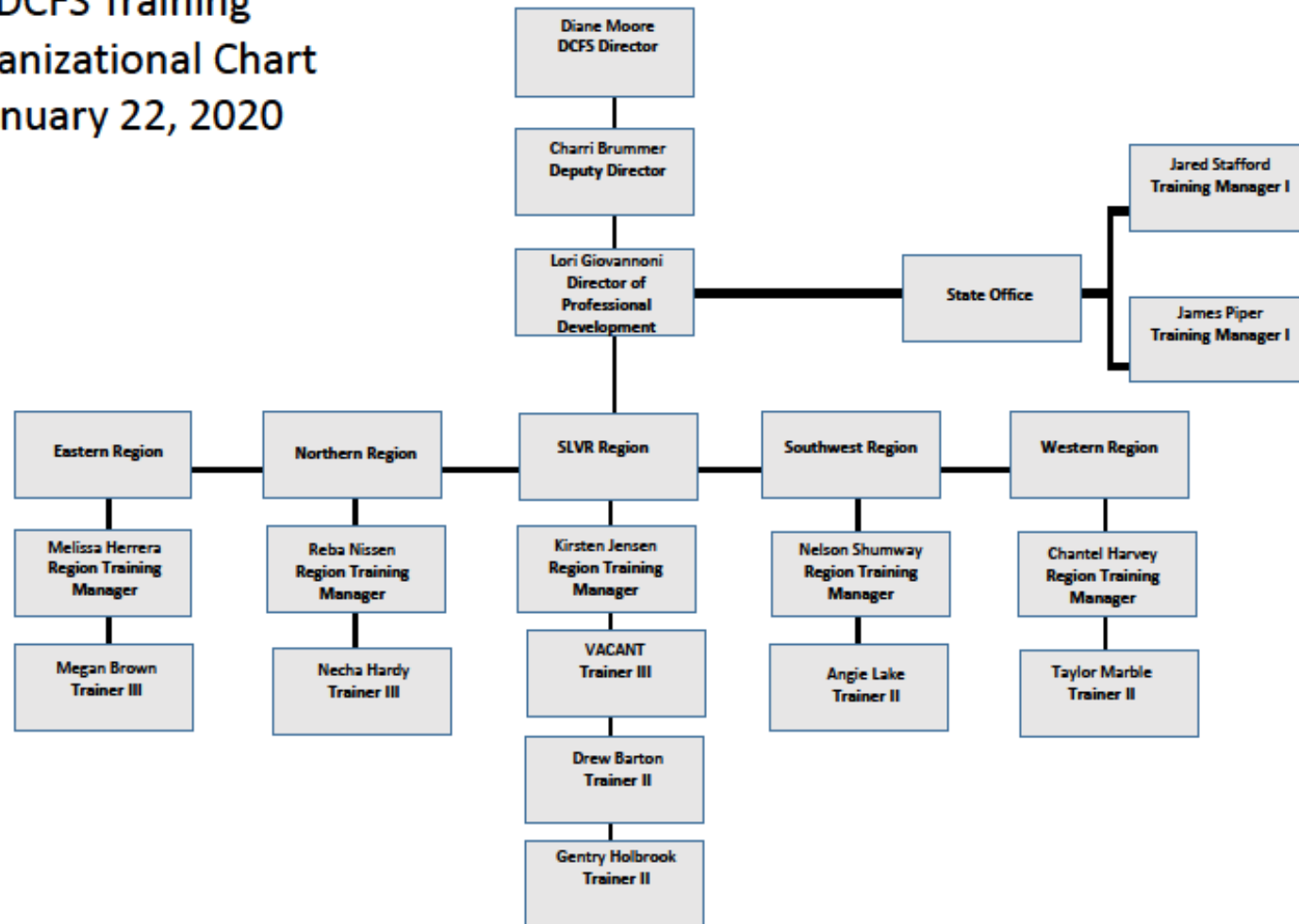
Planning—The skill that workers use to identify and design incremental steps that help move children and families from where they are to a better level of functioning. During the planning cycle, a worker helps children and families:

- Make decisions about what programs, services, or resources they want to use to meet their needs.
- Evaluate the effectiveness of their decisions.
- Rework or revise their service delivery plan.
- Celebrate successes when they occur.
- Face consequences that result when their plan fails to achieve the desired results.

The planning process produces a unique service delivery plan tailored to the needs of the individual child or family.

Intervening—The skill used to intercede when a child or family’s interactions, activities, or behaviors fail to decrease risk, provide safety, promote permanency, or assure the wellbeing of a child. This skill is utilized when helping families find housing, when helping a parent change negative patterns of thinking about their children, or when helping members of a family change their relationship with each other.

DCFS Training Organizational Chart January 22, 2020



Under the umbrella of the DCFS Practice Model and in conformance with the Practice Skills, the Professional Development Team creates and delivers training that provides employees with the professional and technical knowledge they need to provide effective support to the children and families they serve.

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The Director of Professional Development assures that high quality, consistent child welfare training is available throughout the state and directly manages training professionals located in the state office and in each of the five DCFS regions who:

- Participate in the formulation of the agency's training plan.
- Develop, test, implement, and evaluate all new and existing training curricula.
- Train new and existing division staff.
- Manage or support training conducted in combination with contract providers and the community.
- Plan and coordinate group gatherings attended by division staff and agency partners.

DCFS Training Requirements

All DCFS direct service staff are required to complete 120 hours of in-class Practice Model Training and 40 hours of supervised field experience before they can work individually with children and families. During this training students learn about the foundations of child welfare, receive an orientation to DCFS, and are introduced to the division's Mission, Practice Model, Practice Skills, and Practice Principles. Training includes instruction on child abuse and neglect, worker safety, child interviewing, motivational interviewing, audio-import, removal of children, developmental screening, Structured Decision-Making (SDM), legal aspects of child protection provided by the Office of the Attorney General, secondary traumatic stress (STS), trauma and attachment, effects of trauma on child development, domestic violence, cultural responsiveness, and on use of the SAFE database. Finally, during Practice Model Training, new staff receive six-hours of HomeWorks Training, which introduces participants to the Strengthening Families Protective Factors (SFPF) and the Utah Family and Children Engagement Tool (UFACET) as well as provides workers with tools and skills that can help them effectively serve children and families receiving in-home services.

Following Practice Model Training, new employees work side by side with experienced caseworkers who provide one on-one mentoring as new caseworkers provide Intake, CPS, In-Home, Foster Care, and other program services.

Within 90 days of hire, direct service staff are required to complete the web-based 4th and 14th Amendments Training. They are also required to complete the four-hour Introduction to the Indian Child Welfare Act course and the one-day Trauma Informed Care training within one year of being hired.

In addition, to keep their skills current, all direct services staff are required to complete 40 hours of additional training each year. To meet this requirement, the training team schedules a number of courses where instructors address specific child welfare issues or teach advanced casework skills. In addition, staff are encouraged to participate in outside training opportunities during which they learn about new service delivery models, skills, tools, or techniques as well as connect with direct service, clinical, and administrative staff employed by other agencies.

To ensure that the Practice Model is universally understood and applied by everyone employed by DCFS, support staff are also required to complete the four-hour on-line Practice Model Training for Support Staff and are required to take at least 20 hours of additional agency related training each year. Regardless of whether they are direct or support staff, all employees must also complete periodic department and state mandatory administrative courses including harassment training, driver's safety training, and training relating to the use of state technology resources.

All training completed by staff is recorded and stored in SAFE, Utah's CCWIS database. The SAFE training module is easily accessible to administrators, supervisors, and employees and allows the training team to develop training related demographic and statistical reports, which they use to identify training needs and develop or improve new or existing courses.

This past SFY 2019 (July 2018 – June 2019) 174 new employees completed Practice Model training. Training included two half days (4 hours per day) of simulation held at the University of Utah with an emphasis of case worker critical skills in both CPS and Permanency settings. Practice Model trainings were completed during the following months:

- August 2018
- October 2018
- December 2018
- February 2019
- April 2019
- June 2019

Also, in SFY 2019 four quarterly, two day sessions of new supervisor on-boarding training was provided. Training included such topics as BCI/E-warrant, Human Resources, Ethics, Finance, Risk Management, Coaching, and Transition from Peer to Supervisor.

Toward the end of the SFY 2019, the training team coached supervisors in Managing Active Process (MAP). This process focused on supervisors assisting caseworkers prioritizing and planning daily scheduling activities.

A highlight of SFY19 training was holding the state's first ever Safety Summit. The Summit was a one-day training with a focus on child safety, family involvement, and division responsibilities for all division employees.

DCFS training plan for SFY 2020 (July 2019 – June 2020) will focus on practice model training for new employees, new leader on-boarding, cultural responsiveness, leadership academy, youth suicide screener, and planning two conferences, one for DCFS leadership and the other for caseworkers.

DCFS Training Courses and Activities

*This column is used to determine if allowable Title IV-E federal matching funds are available, as well as to calculate the IV-E reimbursable portion of training costs, based on 45 CFR 1356.60 and the Child Welfare Policy Manual Section 8.1.H.

New Employee Training											
Core (Yes/No)	Course Title	Course Description	Setting/ Venue	Proposed Provider	Approximate Number of hours/ days	Taught as In- Service Training	Audience	Pre- requisites	Frequency	Title IV-E Administrative Functions*	Duration Category
Yes	Practice Model Training	Participants will learn about the foundations of Child Welfare and receive an orientation to the DCFS Mission, Practice Model, Principles, and Skills. Training will include an introduction to or technical training relating to Child Abuse and Neglect, Worker Safety, Child Interviewing, Adult Conversation, Audio-Import, Removal of Children, Developmental Screening, Structured Decision Making, Legal Aspects of Child Protection (provided by the Office of the Attorney General), Effects of Trauma on Child Development, Domestic Violence, HomeWorks Skills and Tools, Indian Child-Welfare Act, Transition to Adult Living, and on use of the SAFE database. Participants will also apply what they learn as they obtain Intake, CPS, In-Home and Out-of-Home casework field experience.	State Office	State Office and Regional Training Staff	160 Hours	No	New Caseworkers	None	6 times per year	Referral to services, Preparation and participation in judicial determinations, Placement of children, Development of a case plan, Case review, Case management and supervision, social work practice	Short-Term
No	Practice Model Support Staff Training	Participants will learn about the phases families go through as they journey through the child welfare system. Participants will be introduced to the seven Practice Model Principles and the five Practice Skills. Participants will also learn about how their roles relate to services provided to children and families.	DCFS website	Self-taught	4 hours	No	Mandatory for State Office and Regional Support Staff	None	2-3 times per year	Case review, Case management	Short-Term

Core (Yes/No)	Course Title	Course Description	Setting/ Venue	Proposed Provider	Approximate Number of hours/ days	Taught as In- Service Training	Audience	Pre- requisites	Frequency	Title IV-E Administrative Functions*	Duration Category
Yes	Introduction to the Indian Child Welfare Act (ICWA)	Participants will be introduced to the basic components of the Indian Child Welfare Act including its definitions and rationale. Participants will also learn how cultural frameworks affect interactions with people of other cultures as well as how those cultural frameworks affect the worker's decision-making.	State Office or Regional Classroom	ICWA Program Administrator and State Office or Regional Training Staff	4 hours	No	All Staff	None	Annually in each region	Placement of children, social work practice	Short-Term
Yes	Simulation Training	Students participate in lab experiential training where they practice skills and utilize tools that help them process child abuse and neglect reports, conduct interviews with children, facilitate conversations with adults, and practice team meeting dynamics. This training provides a safe learning environment in a setting that is close to that as found in the field and allows new employees to practice their knowledge and skills in a supportive and safe manner.	University of Utah	State Office or Regional Training Staff	4 hour sessions- 8 hours total	No	New Caseworkers	None	Twice during each Practice Model Training (12 total sessions)	Referral to services, Preparation and participation in judicial determinations, Placement of children, Development of a case plan, Case review, Case management and supervision, social work practice	Short-Term
Yes	Trauma Informed Care for DCFS Staff	Using the National Child Traumatic Stress Network model, participants will learn skills and techniques that will help minimize the effect that trauma has on children and families. Participants will also learn about the causes, effects, and ways to deal with the secondary stress they experience as they work with those children and families.	State Office or Regional Classroom	State Office or Regional Training Staff	1 day	No	All Employees	None	Yearly Annually in each region	Referral to services, Preparation and participation in judicial determinations, Placement of children, Development of a case plan, Case review, Case management and supervision, social work practice	Short-Term
Yes	Understanding the Background, Context and Role of the 4th and 14th Amendments of the U.S. Constitution	Participants will learn about the legal history that built the legal foundation for today's child welfare system. Specifically participants will review the 4th and 14th Amendments and discuss the impact of those amendments on child welfare services.	DCFS Website	Self-Taught	2 hours	N/A	All Staff	None	As requested	Preparation for and participation in judicial determinations	Short-Term

Ongoing Training											
Core (Yes/No)	Course Title	Course Description	Setting/ Venue	Proposed Provider	Approximate Number of hours/ days	Taught as In- Service Training	Audience	Prerequisites	Frequency	Title IV-E Administrative Functions*	Duration Category
No	Advanced Intensive Sex Abuse Interview Skills	Participants will build skills that will help them effectively interview children alleged to be victims of child abuse or neglect. In addition, workers will develop skills that will enable them to conduct interviews in a manner that ameliorates the traumatic effect that an interview has on a child.	State Office or Regional Classroom	State Office or Regional Training Staff	2-4 days	No	CPS Staff, Law Enforcement	New Employee Training	1-2 times per year	Case management, Case review	Short-Term
No	Americans with Disabilities Act (ADA) Training	Participants will learn about the basic principles and core concepts contained in the Americans with Disabilities Act (ADA) and the ADA Amendments Act of 2008 (ADAAA).	State Office or Regional Classroom	State Office or Regional Training Staff	2 hours	Yes	All Staff	None	Annually in each region	Referral to services, Preparation and participation in judicial determinations, Placement of children, Development of a case plan, Case review, Case management and supervision	Short-Term
Yes	Bridges Out of Poverty	Participants will identify the constructs of economic status and learn how they can better serve clients in poverty.	State Office Classroom	State Office or Regional Training Staff	1 day	No	All Employees	None	Quarterly	Case management, Case review, social work practice	Short-Term
No	Car Seat Training	Staff are provided information about the proper installation and use of car seats.	Varies by region	Self-taught	1 Hour	Yes	All Staff who Might Transport Children	None	Variable	Case management, Case review	Short-Term
No	Case Process Review (CPR) Training	Participants will learn about the CPR system, which is coordinated by the Office of Services Review (OSR). The focus of the training will focus on the need for workers to conduct and document casework activities in accordance with current DCFS standards, which are evaluated during the CPR.	State Office or Regional Classroom	Practice Improvement Administrator with State Office or Regional Training Staff	4 hours	Yes	Caseworkers and supervisors	New Employee Training	2-4 times per year	Case management and supervision, Case Review	Short-term

Core (Yes/No)	Course Title	Course Description	Setting/ Venue	Proposed Provider	Approximate Number of hours/ days	Taught as In- Service Training	Audience	Prerequisites	Frequency	Title IV-E Administrative Functions*	Duration Category
No	Coaching Training	Participants will receive training on the effective application of a coaching model and will learn how to apply that model as they coach and mentor individuals they supervise.	State Office or Region Classroom	State Office Training Staff and other Training Specialists	5 hours	Yes	Mid- management and Direct Line Supervisors	New Employee Training and HomeWorks Caseworker Skills Training	Bi- monthly	Case management and supervision	Short-Term
No	Child and Family Planning	Participants will learn about facilitating planning with families as well as how to write a child and family plan.	DCFS Website	Self-Taught	2 hours	No	Caseworkers	New Employee Training or Practice Model Support Staff Training	Variable	Development of a case plan, Case review, Case management, social work practice	Short-Term
No	Cultural Responsiveness Training	Participants will examine various cultural differences, discuss the concepts of cultural bias and cultural sensitivity, as well as learn how to engage clients from various cultures.	State Office or Regional Classroom	State Office or Regional Training Staff	4 hours	No	All Staff	None	Annually in each region	Referral to services, Preparation and participation in judicial determinations, Placement of children, Development of a case plan, Case review, Case management and supervision, social work practice	Short-Term
No	Diligent Search for Kin	Participants will review federal regulations that require notification of all known relatives of a child entering care and will learn about resources available to aid them in their search for kin of children served by DCFS.	DCFS Website	Self-Taught	1 hour	N/A	Kinship Caseworkers	New Employee Training or Practice Model Support Staff Training	Variable	Development of a case plan, Case review, Case management, social work practice	Short-Term

Core (Yes/No)	Course Title	Course Description	Setting/ Venue	Proposed Provider	Approximate Number of hours/ days	Taught as In- Service Training	Audience	Prerequisites	Frequency	Title IV-E Administrative Functions*	Duration Category
No	Documentation Training	Participants will review a number of service specific forms and will learn what information is needed to appropriately complete each form.	State Office or Regional Classroom	State Office or Regional Training Staff	2 hours	Yes	Caseworkers and supervisors	New Employee Training	As needed	Case management, case review, social work practice	Short-term
No	Domestic Violence Training	Participants will review state and federal laws that pertain to domestic violence, will learn the definitions and characteristics of domestic violence, will study the cycle of abuse, and will learn skills used to intervene when serving victims, abusers, and their children. Participants will also receive information on community resources that serve or provide treatment to victims, abusers, and/or their children.	State Office or Regional Classroom	DV Program Administrator with Region Training Managers	1 day	No	All Staff	None	As needed	Case management, Case review, Referral to services, social work practice	Short-Term
No	Drug Testing Training	Participants will learn about the process to be followed when clients are required to complete a test for abused substances. They will also learn how to interpret findings as well as how to record results in SAFE and case files.	State Office or Regional Classroom	State Office Specialist	3 hours	Yes	Caseworkers and Supervisors	New Employee Training or Practice Model Support Staff Training	As needed	Case management, Case Review	Short-Term
No	Education Documentation	Participants will learn about information that may be requested by juvenile courts relating to a child's educational status. They will also learn how to collect information pertaining to a child's educational status and how to record that information in SAFE.	DCFS Website	Self-Taught	2.5 hr.	No	All new employees	New Employee Training or Practice Model Support Staff Training	As needed	Case management	Short-Term

Core (Yes/No)	Course Title	Course Description	Setting/ Venue	Proposed Provider	Approximate Number of hours/ days	Taught as In- Service Training	Audience	Prerequisites	Frequency	Title IV-E Administrative Functions*	Duration Category
No	Ethics: It Is More Complex Than You Think	This didactic presentation focuses on the challenges associated with ensuring compliance to a professional code of ethics. Students review the NASW basic code of ethics and review case studies used to examine how specific code of ethics pertain to the jobs workers perform.	State Office or Regional Classroom	State Office or Regional Training Staff	2 hours	No	All staff	None	Every other year in each region	Case management, Preparation and participation in judicial determinations, Case review, Case management and supervision, social work practice	Short-Term
No	E-Warrant Web-Based Training	Participants will learn how to obtain a warrant through the e-warrant system.	DCFS Website	Self-Taught	1 hour	No	Caseworker and Supervisors	New Employee Training or Practice Model Support Staff Training	As-needed	Development of a case plan, Preparation and participation in judicial determinations	Short-Term
No	Field Experience Support	Trainers will provide hands on mentoring and one-on-one training with workers as those workers provide services to a family either in the family's home or in another service delivery setting.	Field	State Office or Regional Training Staff	Variable	No	Caseworkers	New Employee Training	Weekly	Case management, case review, social work practice	Short-term
No	Government Records Access and Management Act (GRAMA) Training	Participants will review the Government Records Access and Management Act (GRAMA) and will receive information about the legal responsibilities that DCFS has as it manages records and forms, or releases information relating to a client or the organization. The class will include references to the Public Records Management Act and other relevant laws.	DCFS Website	Self-Taught	1 hour	N/A	All Staff	None	As needed	Case management, Case review	Short-Term

Core (Yes/No)	Course Title	Course Description	Setting/ Venue	Proposed Provider	Approximate Number of hours/ days	Taught as In- Service Training	Audience	Prerequisites	Frequency	Title IV-E Administrative Functions*	Duration Category
No	HomeWorks Supplemental Training (Caseworker Skills Follow-up Training)	Participants will be involved in ongoing training that addresses potential barriers related to the practical application of HomeWorks principles. Workers will also receive further guidance on how to effectively utilize and apply the Protective Factors Framework, UFACET, and Community Resources directory.	State Office or Regional Classroom	State Office or Regional Training Staff	1 hour	Yes	Caseworkers, Supervisors	New Employee Training	As needed	Referral to services, Preparation and participation in judicial determinations, Placement of children, Development of a case plan, Case review, Case management and supervision, social work practice	Short-Term
No	HomeWorkables	These videos will highlight the value that the five Strengthening Families Protective Factors bring to child welfare casework practice and/or will present scenarios where skilled caseworkers use each protective factor in a hypothetical or real world casework setting.	Via Email	Self-Taught	2-5 minutes	No	All staff	None	Monthly	None	Short-term
No	History of Child Welfare	Participants will learn about how various cultures have approached child welfare over time as well as the importance of today's child welfare system to children and families.	DCFS Website	Self-Taught	2.5 hr.	No	All Staff	New Employee Training or Practice Model Support Staff Training	Variable	Case management, Case review, social work practice	Short-Term
No	ICWA Compliance Training	Participants will receive training that outlines the federal standards pertaining to the Indian Child Welfare Act (ICWA). Training will cover how ICWA standards apply in practice pertaining to abuse/neglect investigations, parental rights, and child placement.	State Office or Regional Classroom	State Office or Regional Training Staff	4 hours	Yes	Caseworkers and supervisors	New Employee Training, ICWA Basic Training	2-4 times per year	Development of a case plan, case review, social work practice	Short-term

Core (Yes/No)	Course Title	Course Description	Setting/ Venue	Proposed Provider	Approximate Number of hours/ days	Taught as In- Service Training	Audience	Prerequisites	Frequency	Title IV-E Administrative Functions*	Duration Category
No	Legislative Update Web- Based Training	Participants will learn about legislation recently passed by the Utah State Legislature. This course reviews legislation that affects either the worker's employment and benefit status or that affects programs and services offered by the division.	DCFS Website	Self-Taught	Varies (Approximately 1 hour)	N/A	All Staff	New Employee Training or Practice Model Support Staff Training	Annually	Case management, Case review	Short-Term
No	Safety Guidelines for LGBTQ Clients	Participants will learn how to implement DCFS Practice Guideline 300.5 that specifically addresses the issue of safety for lesbian, gay, bisexual, transgender, and questioning (LGBTQ) youth. Training will introduce appropriate terminology, help students understand LGBTQ issues, address services that help prevent removal, and identify expectations for out-of-home placements.	State Office or Regional Classroom	State Office or Regional Training Staff	2 hours	Yes	Caseworkers and supervisors	New Employee Training	2-4 times per year	Development of a case plan, Case management, Placement of children, social work practice	Short-term

Core (Yes/No)	Course Title	Course Description	Setting/ Venue	Proposed Provider	Approximate Number of hours/ days	Taught as In- Service Training	Audience	Prerequisites	Frequency	Title IV-E Administrative Functions*	Duration Category
No	Substance Abuse Training Web-Based Training	Participants explore their attitudes and beliefs about families with substance abuse problems and receive information about the continuum of use, abuse, and addiction. They learn how to identify signs of substance use disorders among families and the importance of screening for substance abuse with all child welfare clients. They discuss the needs and experiences of people who become addicted, identify substance abuse treatment options, and identify the stages of behavior change. Participants learn techniques used to explore the process of recovery with clients, identify the role of "lapse and relapse" for clients who have been addicted, discuss children's needs and experiences related to having a substance abusing parent, talk about ways to enhance case planning, learn the benefit of teaming with substance abuse treatment providers, and identify Internet resources from which they can obtain information.	DCFS Website	Self-Taught	2 hours	N/A	All Staff	New Employee Training	As requested	Case management, Case review, Referral to services, social work practice	Short-Term

Core (Yes/No)	Course Title	Course Description	Setting/ Venue	Proposed Provider	Approximate Number of hours/ days	Taught as In- Service Training	Audience	Prerequisites	Frequency	Title IV-E Administrative Functions*	Duration Category
Yes	Suicide Screening	Participants will receive in-depth instruction on how to utilize the Columbia Suicide Severity Rating Scale (C-SSRS) instrument, an evidence-supported assessment of suicidality. The C-SSRS Risk Assessment training helps DCFS caseworkers assess an individual's immediate risk of suicide. Training also describes various suicide prevention and treatment resources that may benefit individuals rated by the C-SSRS tool as at risk of suicide.	DCFS website	Self-Taught	2 hours	N/A	All staff	None	As needed	Case management, Case review, Referral to services, social work practice	Short-term
No	Supervisor Training (On- Boarding)	Supervisors identify techniques and learn skills they can use to support workers. They will learn about the role that interpersonal skills play in management and how to facilitate successful outcomes. Supervisors will also learn about the performance management system, how to write performance plans, how to utilize supervisor finishing touches, and will discuss other tools that they can use to effectively supervise their employees.	State Office Classroom	State Office or Regional Training Staff	8 hours	No	All Supervisors and/or Administrators or by Invitation to Experienced Caseworkers	New Employee Training	4 times per year	Referral to services, Preparation and participation in judicial determinations, Placement of children, Development of a case plan, Case review, Case management and supervision, social work practice	Short-Term
No	Safety Planning Training	Participants will be introduced to the Structured Decision Making System (SDM) and will successfully complete an SDM Safety assessment, which involves addressing threats to child safety, recognizing child vulnerabilities, and evaluating the protective capacities of individual families.	State Office or Regional Classroom	State Office or Regional Training Staff	6 hours	No	All Caseworkers, Supervisors	New Employee Training	As needed	Case management, Case review, social work practice	Short-Term

Core (Yes/No)	Course Title	Course Description	Setting/ Venue	Proposed Provider	Approximate Number of hours/ days	Taught as In- Service Training	Audience	Prerequisites	Frequency	Title IV-E Administrative Functions*	Duration Category
No	UFACET Certification Training	Participants will become proficient in administering and scoring the UFACET assessment, a tool workers use to create effective strengths-based case plans that meet the needs of the children and families they serve. Once training has been successfully completed, workers will be certified, a prerequisite before they can use the assessment in the field.	State Office or Regional Classroom	State Office and Regional Trainers and State Office Training Specialists	2 hours	No	CPS, In-Home and Out-of-Home caseworkers and supervisors	New Employee Training	As the IV-E Waiver is implemented in each region and as new in-home caseworkers are trained in areas where the waiver has already been implemented.	Development of a case plan, Case review, Case management and supervision, social work practice	Short-Term
No	UFACET Follow- up training	Participants will receive further guidance on the use of the UFACET, will identify barriers to effective administration, and will share success stories that highlight the benefit of the tool.	State Office or Regional Classroom		1 hour	Yes	In-Home and CPS caseworkers and supervisors	New Employee Training, UFACET Certification Training	As needed	Development of a case plan, Case review, Case management and supervision, social work practice	Short-Term
No	UFACET Recertification	In-home program staff will receive one-on-one training that focus on difficulties that are preventing them from completing their UFACET recertification.	Online or individually	In-Home Program Team	Variable	No	In-Home and CPS caseworkers and supervisors	New Employee Training, UFACET Certification Training	As needed	Development of a case plan, Case review, Case management and supervision, social work practice	Short-Term

Safe (CCWIS) Training											
Core (Yes/No)	Course Title	Course Description	Setting/ Venue	Proposed Provider	Approximate Number of hours/ days	Taught as In- Service Training	Audience	Prerequisites	Frequency	Title IV-E Administrative Functions*	Duration Category
No	SAFE New Release Training	Participants will receive updates and learn how to use new SAFE database modules.	State Office or Regional Classroom	SAFE Trainer	Varies	No	All Staff	SAFE Training for New Employees	As needed	Case management, Data entry and collection	Short-Term
No	SAFE Training for New Employees	Participants will receive an introduction to the SAFE database management system. Participants will learn how to access and log into SAFE, will learn about components in SAFE including tabs, screens, reports, and be introduced to the various database modules.	State Office or Regional Classroom	SAFE Trainer	12 hours	No	All staff	None	As needed	Case management, Data entry and collection	Short-Term
No	SAFE Train the Trainer	Participants learn and practice skills that will allow them to provide more effective SAFE training to workers, contract providers, and others receiving agency training. Training may include mentoring of new trainers during regularly scheduled courses.	State Office or Regional Classroom	Experienced SAFE Trainers	6 hours	No	New Trainers and Experienced Trainers Providing Training on New SAFE Modules	SAFE Training for New Employees SAFE New Release Training	As needed	Case management, Data entry and collection	Short-Term

Title IV-E Eligibility Training											
Core (Yes/No)	Course Title	Course Description	Setting/ Venue	Proposed Provider	Approximate Number of hours/ days	Taught as In- Service Training	Audience	Prerequisites	Frequency	Title IV-E Administrative Functions*	Duration Category
No	IV-E Eligibility New Eligibility Worker Training	New eligibility workers will be introduced to the Title IV-E legislation, rules, regulations, policies, and procedures they will use to determine if a child in out-of-home care is qualified for Title IV-E benefits. They will also learn about individual IV-E entitlements available to a qualified child in out-of-home care. Workers will demonstrate the ability to determine if a child meets Initial Title IV-E Eligibility and Title IV-E Reimbursability requirements.	DHS Administrative Office	IV-E/Medicaid Specialist	7 hours	No	New DHS IV-E Eligibility Staff	None	6-10 days per year	Title IV-E Eligibility Determination	Short-Term
No	IV-E Eligibility Ongoing Eligibility Worker In-service Training	Experienced IV-E eligibility workers will receive information about new or updated legislation, policy, and procedures that will help them determine if a child in out-of-home care is qualified for Title IV-E benefits.	DHS Administrative Office	IV-E/Medicaid Specialist	7 hours	Yes	All DHS Eligibility Staff	IV-E New Eligibility Worker Training	6-10 days per year	Title IV-E Eligibility Determination	Short-Term

Training Provided To External Clients or Customers											
Core (Yes/No)	Course Title	Course Description	Setting/ Venue	Proposed Provider	Approximate Number of hours/ days	Taught as In- Service Training	Audience	Prerequisites	Frequency	Title IV-E Administrative Functions*	Duration Category
No	Practice Model Training for Provider's Direct Service Staff	Participants will learn about DCFS Practice Model Principles and Skills and how they can utilize those skills as they provide services to clients.	State Office or Regional Classroom, Provider Facility	State Office or Regional Training Staff	4 hours	No	Current Contracted Provider Agencies	None	2-3 times per year	Case management, Case review	Short-Term
No	Practice Model Training for Parent Providers	Participants will learn about DCFS Practice Model Principles and Skills and how they can utilize those skills as they provide services to clients.	State Office or Regional Classroom, other Facilities	State Office or Regional Training Staff	4 hours	No	Current Contracted Provider Agencies	None	As needed	Referral to services, Development of a case plan, Case review, Case management and supervision	Short-Term
No	Qualified Expert Witness (QEW) Training	Participants will review the history of, and requirements outlined in, the Indian Child Welfare Act. They will also learn how the act is being implemented in the State of Utah. Participants will receive an orientation to the role that the QEW plays in child welfare proceedings involving Indian children, receive in-depth instruction on the legal standards they must follow when testifying, identify how and when they can interact with families, examine case confidentiality requirements, and be introduced to records they may need to provide to the court. Finally, participants will participate in mock training where they will practice giving expert witness testimony.	State Office Classroom, Provider Agency Facility, or Outside Conference Center	DCFS ICWA Program Administrator	1 day	No	DCFS ICWA Specialists, Contract Providers serving Native Americans who have cultural child rearing practice experience and a background in social work or law.	None	2 times per year	None	Short-term
No	Tribal Child Welfare Training	Participants will learn about child welfare principles and requirements, and develop skills in serving the tribal child welfare population.	Tribal Offices	ICWA Program Administrator or Tribal staff	TBD	No	Utah Tribes	None	As needed	As applicable determined by course content	Short-term

Core (Yes/No)	Course Title	Course Description	Setting/ Venue	Proposed Provider	Approximate Number of hours/ days	Taught as In- Service Training	Audience	Prerequisites	Frequency	Title IV-E Administrative Functions*	Duration Category
No	Training Plan Development for Tribes	Participants will review federal training requirements and learn about the DCFS training philosophy and structure. Participants will also receive technical assistance as they develop their training mission, create a training roster, determine the formats of training to be offered, and schedule courses to be delivered.	Tribal Offices	DCFS Training Team and ICWA Program Administrator	1 day	No	Utah Tribes	None	As needed	None	Short-term
No	Quality Improvement Committee (QIC) Summit	This conference is designed to motivate, inform, and facilitate the exchange of information between members of region Quality Improvement Committees. Participants will have an opportunity to ask questions and provide feedback to DCFS and Department of Human Services Directors. Participants will also receive updates on new federal and state legislation, new practice requirements, and other system changes or developments.	State or Regional Classroom or Outside facilities if needed	DCFS Staff and Guest Speakers	1 day	No	Sate Quality Improvement Committee Members	None	Annually	Referral to services, Preparation and participation in judicial determinations, Placement of children, Development of a case plan, Case review, Case management and supervision	Short-Term
No	Regional Summit (Immersion)	Participants will attend a variety of workshops that will outline current child welfare issues, identify new practice guidelines, principles or skills, and address new treatment or service delivery programs, services or models that may help workers address needs of their clients. Outside presenters may also speak on special matters relating to the work environment, employee motivation, or recruitment and retention.	State Office or Regional Classroom, Outside facilities if needed.	DCFS Staff and Guest Speakers	1 day	No	Regional Staff	None	Annually	Case management, Data entry and collection	Short-Term

Core (Yes/No)	Course Title	Course Description	Setting/ Venue	Proposed Provider	Approximate Number of hours/ days	Taught as In- Service Training	Audience	Prerequisites	Frequency	Title IV-E Administrative Functions*	Duration Category
No	Court Relative Guardian Training	Participants will identify and discuss new legislation, regulations, policies, and procedures specific to child welfare.	Court Offices, other state government and partner agency classrooms	Court Staff	Variable	No	Judges, staff, legal partners, Affiliated Groups and Organizations, Partners, Service Providers	None	Variable	Preparation and participation in judicial determinations	Short-Term
No	Utah State Office of the Attorney General, Child Protection Division, Training	Participants will identify and discuss new legislation, regulations, policies, and procedures specific to child welfare and representation of DCFS on child welfare cases.	AAG, other state government and partner agency classrooms	Staff of the Office of the Attorney General	Variable	No	Staff of the Attorney General's Office, Affiliated Groups and Organizations, Partners, Service Providers	None	Variable	Preparation and participation in judicial determinations	Short-Term
No	Utah State Guardian ad-Litem Training	Participants will identify and discuss new legislation, regulations, policies, and procedures specific to child welfare and representation of children on child welfare cases.	GAL Offices, other state government and partner agency classrooms	GAL attorneys and related staff	Variable	No	Guardian Ad Litem Staff, Affiliated Groups and Organizations, Partners, Service Providers	None	Variable	Preparation and participation in judicial determinations	Short-Term
No	Parental Defense Training	Participants will identify and discuss new legislation, regulations, policies, and procedures specific to child welfare and representation of parents on child welfare cases.	Parental Defense attorneys, other state government and partner agency classrooms	Parental Defense attorneys and related staff	Variable	No	Parental defense attorneys and staff, Affiliated Groups and Organizations, Partners, Service Providers	None	Variable	Preparation and participation in judicial determinations	Short-Term
No	Safety Summit	Participants will attend a variety of workshops that will outline current child welfare issues, identify new practice guidelines, principles or skills, and address new treatment or service delivery programs, services or models that may help workers address needs of their clients. Outside presenters may also speak on special matters relating to the work environment, employee motivation, or recruitment and retention.	State Office or Regional Classroom, Outside facilities if needed.	DCFS Staff and Guest Speakers	1day	No	State and Regional Supervisors and DCFS Administration	None	Annually	Case management, Data entry and collection	Short-Term

Training Conducted by Outside Experts for DCFS Employees

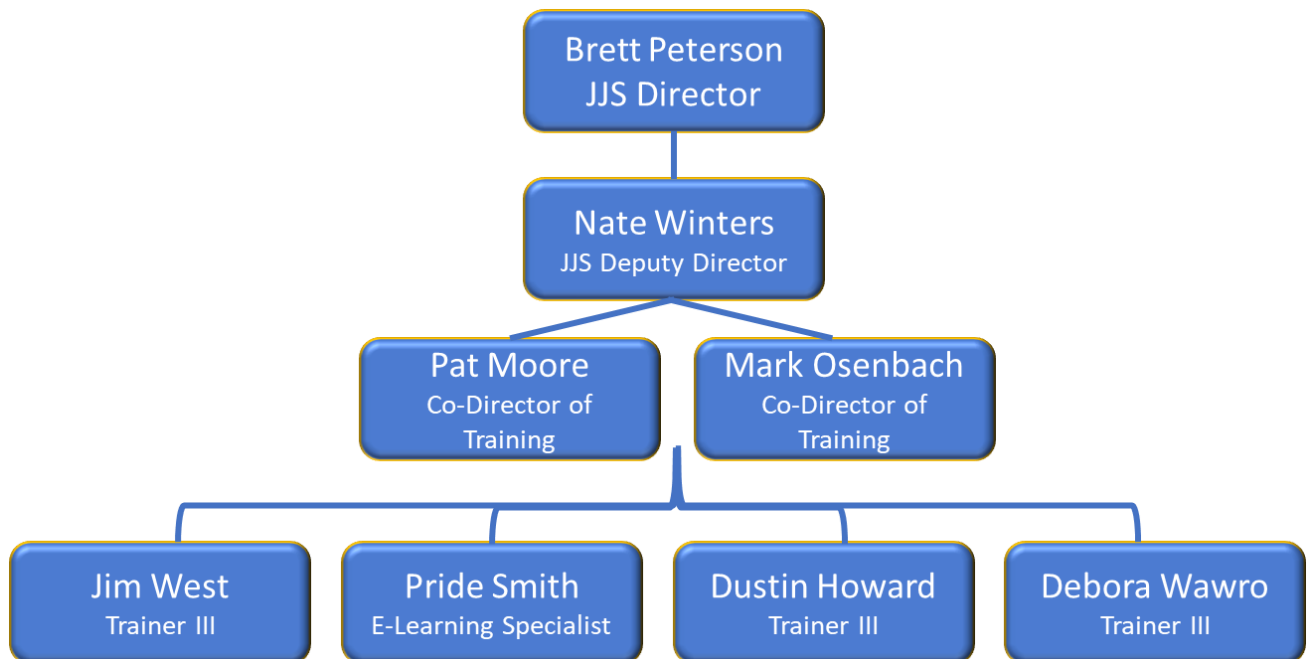
Core (Yes/No)	Course Title	Course Description	Setting/ Venue	Proposed Provider	Approximate Number of hours/ days	Taught as In- Service Training	Audience	Prerequisites	Frequency	Title IV-E Administrative Functions*	Duration Category
No	Contract or Training by Special Arrangement	Participants will attend a variety of workshops that will discuss current child welfare issues, identify new practice guidelines, principles or skills, and address new treatment or service delivery programs, services or models that may help workers address needs of their clients. Outside presenters may also speak on special matters relating to the work environment, employee motivation, or recruitment and retention.	State Office or Region Classroom or Outside Conference Center	Guest Speakers	Variable	No	Determined by Provider	Determined by provider	As needed	Data entry and collection, Referral to services, Development of a case plan, Case review, Case management and supervision	Short-Term
No	Special Workshops	Participants will attend a variety of workshops that will discuss current child welfare issues, identify new practice guidelines, principles or skills, and address new treatment or service delivery programs, services or models that may help workers address needs of their clients. Outside presenters may also speak on special matters relating to the work environment, employee motivation, or recruitment and retention.	State Office or Region Classroom or Outside Conference Center	Guest Speakers	Variable	No	Determined by Provider	Determined by provider	As needed	Data entry and collection, Referral to services, Development of a case plan, Case review, Case Management and Supervision, Data entry and collection	Short-Term

Advanced Training for Employees or Individuals Preparing for Employment											
Core (Yes/No)	Course Title	Course Description	Setting/ Venue	Proposed Provider	Approximate Number of hours/ days	Taught as In- Service Training	Audience	Prerequisites	Frequency	Title IV-E Administrative Functions*	Duration Category
No	Bachelor of Social Work: Senior Year Program	Bachelor's level Social Work curriculum includes courses on Social Work as a Profession, Social Work Practice, Human Behavior, Communication Skills, Professional Ethics, Diversity and Cultural Understanding, and Social Welfare Policy and Services. The curriculum also includes a field practicum where knowledge and skills are applied.	University of Utah, College of Social Work Utah State University College of Social Work, Weber State University College of Social Work	BSW Program Faculty	Two semesters of full time work. The first semester consists of classroom instruction (12 semester hours). The student will complete their practicum (480 hours) during the second semester.	No	Students accepted to the BSW program for their senior year who commit to employment with DCFS.	Students must be accepted to the BSW program for their senior year and must commit to DCFS employment.	Annually	Referral to services, Preparation and participation in judicial determinations, Placement of children, Development of a case plan, Case review, Case management and supervision, social work practice	Long-Term
No	Master of Social Work: Year One General Area and Year Two Public Domain Area-Distance Learning and Day Program	Master's level Social Work curriculum includes courses on Social Work Practice, Human Behavior, Communication Skills, Professional Ethics, Diversity and Cultural Understanding, Social Welfare Policy and Services, Social Welfare Research, Clinical Counseling and Treatment Programs Services and Skills, and includes a field practicum where knowledge and skills are applied.	University of Utah, College of Social Work Utah State University, College of Social Work	MSW Program Faculty	Four to five semesters	No	Students that work for DCFS or DJJS.	Students must be accepted to the MSW program and must currently work for DCFS or DJJS.	Annually	Referral to services, Preparation and participation in judicial determinations, Placement of children, Development of a case plan, Case review, Case management and supervision, social work practice	Long-Term
Estimated Cost of Advance Training to Employees or Individuals Preparing for Employment		\$3,316,900.00									
Cost Allocation Methodology: Costs for this item are covered by a contract. Educational institutions bill directly for reimbursable expenses and are reimbursed for actual costs up to the amount listed in the contract.											

Foster and Adoptive Parent Training											
Core (Yes/No)	Course Title	Course Description	Setting/ Venue	Proposed Provider	Approximate Number of hours/ days	Taught as In- Service Training	Audience	Prerequisites	Frequency	Title IV-E Administrative Functions*	Duration Category
No	Foster and Adoptive Parent In-Service	Participants receive the 12 hours of annual training required to retain their foster care license. A myriad of courses are offered including those on Emotionally Healthy Parenting, Skills Development, Allegation Prevention and Response, Drug Recognition, Economic Health, and Legal Issues relating to foster care.	UFC offices, Community sites throughout the state	Utah Foster Care Foundation	12 hours annually	Yes	Current Foster, Foster to Adopt, and Adoptive Parents	Pre-service training	Monthly	None	Short-Term
No	Foster and Adoptive Parent Levels of Care	Foster parents will receive Foundations for Youth Training (FFY), which will guide them when working with children older than 14 years. They will also receive Level III training, which they will use when working with youth with behaviors or conditions needing a higher level of care. Participants will learn how to build relationships with youth or children with special needs and develop skills to better serve youth or children with special needs in foster care.	UFC offices, State Office or Regional classrooms	UFC, Northern Region	16 hours	No	Foster Parents that want to become Level III parents or that want to provide foster care to children 14 and older.	Foster and Adoptive Parent Training	Twice per year	None	Short-Term
No	Foster and Adoptive Parent Training	Participants will receive training that will qualify them to become licensed foster parents. Training includes an orientation to foster parenting; licensing and medical policy; child abuse and neglect; the impact of abuse on development; attachment, grief, and loss; discipline and stress management; adoption and permanency; as well as cultural issues relating to the primary family.	UFC offices, Community sites throughout the state	Utah Foster Care Foundation	32 hours	No	Current and potential foster, foster to adopt, and adoptive parents	None	Monthly	None	Short-Term
Estimated Cost of Training Foster And Adoptive Parents		\$2,815,088.00									
Cost Allocation Methodology: Costs for this item are covered by a contract, with the IV-E share being calculated according to the cost allocation plan. The Utah Foster Care Foundation invoices DCFS for the contracted amount monthly and are reimbursed up to the amount listed in the contract.											

Training Provided by the Division of Juvenile Justice Services

The Division of Juvenile Justice Services provides training to DJJS staff through DJJS trainers, with a goal of delivering quality training that promotes safety and empowers staff to effectively serve youth and families. Please see below for the DJJS Training Organization Chart, updated in January 2020.



JJS Training Courses and Activities

New Employee Training											
Core (Yes/No)	Course Title	Course Description	Setting/ Venue	Proposed Provider	Approximate Number of hours/ days	Taught as In-Service Training	Audience	Prerequisites	Frequency	Title IV-E Administrative Functions*	Duration Category
Yes	JJS New Employee Training (NET) Composed of classes listed below	Mandatory training for all new counselor and tech II's; to ensure all new employees receive orientation training in preparation to work in Juvenile Justice Services; establish standards and expectations; and promote professionalism.	Various.	JJS Trainers	24 hours	No	All New Tech II's and Counselors	None	Once	None	Short Term
Yes	Crisis Intervention	Supervising youth; verbal de-escalation skills; personal safety and escape techniques; security management; defensive tactics; control tactics.	Various	JJS Staff Trainers	40 hours	No	All New Tech II's and Counselors	None	Annual review	Case management and supervision	Short Term
Yes	Legal Issues	Reviews civil and correctional law as well as latest case law in the field. Identify employee liability as it applies to correctional work in Juvenile Justice Services.	Various	Attorney General's Office	2 ½ hours	No	All New Tech II's and Counselors	None	Once	None	Short Term
Yes	DHS/JJS Overview	Overview of the Department/Division Mission, Goals, services and locations	Various	JJS Trainers	½ hour	No	All New Tech II's and Counselors	None	Once	None	Short Term
Yes	Implicit Bias	Introduction to Implicit Bias, what it is and how it influences our interactions and decisions	Various	JJS Trainers	½ hour	No	All New Tech II's and Counselors	None	Once	None	Short Term
Yes	Boundaries, Supervision and Professional Alliance	Reviews appropriate boundaries, how to effectively supervise youth, utilize rewards and sanctions, and build a professional alliance with youth, case studies.	Various	JJS Trainers	3 ½ hours	No	All New Tech II's and Counselors	None	Once	Supervision of youth and development of case plan	Short Term
Yes	Creating Safety	Suicide Prevention Curriculum created by DSAMH and SAMHSA for direct care staff	Various	JJS Trainers	3 hours	No	All New Tech II's and Counselors	None	Annual Review	None	Short Term
Yes	Working with Youth (mental health intro)	Module from MHT-JJ Curriculum (NCYOJ) covering crisis management, verbal de-escalation and working with difficult youth and those with MH issues	Various	JJS Trainers	1 ½ hours	No	All New Tech II's and Counselors	None	None	Supervision of youth and development of case plan	Short Term
Yes	Trauma	Introduction to Trauma Informed Care using a module from the Think Trauma Curriculum developed for Juvenile Justice by NCTSN	Various	JJS Trainers	1 ½ hours	No	All New Tech II's and Counselors	None	None	Supervision of Youth	Short Term
Yes	Self Care	Module on Self Care from MHT-JJ Curriculum (NCYOJ) covering secondary trauma and helping staff recognize the need to care for themselves	Various	JJS Trainers	1 hour	No	All New Tech II's and Counselors	None	None	None	Short Term

Core (Yes/No)	Course Title	Course Description	Setting/ Venue	Proposed Provider	Approximate Number of hours/ days	Taught as In-Service Training	Audience	Prerequisites	Frequency	Title IV-E Administrative Functions*	Duration Category
Yes	Incident Reports	Standardize staff incident report writing. Instruct on use "Incident Report Reference Guide"; Directions for Completing Incident Reports, Incident Report Classification System, Investigation Matrix, and forms identification.	Various	JJS Trainers	2 hours	no	All New Tech II's and Counselors	None	Review as needed	Supervision of youth	Short Term
Yes	EBP	Overview of the continuum of practice covering clinical judgement, best practice, evidence informed and evidence based approaches to help them understand JJS Initiatives. The need for appropriate programming and fidelity in the way we deliver it. NIC 8 Principles of EBP, Risk, Need, Responsivity and Stages of Change.	Various	JJS Trainers	1 hour	No	All New Tech II's and Counselors	None	None	Supervision of youth and development of case plan	Short Term
Yes	Adolescent Brain Development	Module on Adolescent Development from MHT-JJ Curriculum (NCYOJ) covering norm teen brain development and the challenge associated to an undeveloped frontal lobe	Various	JJS Trainers	2 hours	No	All New Tech II's and Counselors	None	None	Supervision of youth	Short Term
Yes	Family Engagement	Importance of involving the family in every facet of treatment and helping make sure they are prepared for their child to return to the home. Use of Child and Family Team Meetings	Various	JJS Trainers	1 ½ hours	No	All New Tech II's and Counselors	None	None	Supervision of youth and development of case plan	Short Term
Yes	New Employee Training with the Field Training Coordinator	Training led by a Field Training Coordinator at the facility to ensure the new staff has an orientation and the opportunity to learn skills at the facility and specific to the work they will be doing	Various	Field Training Coordinators	2 days	No	All New Tech II's and Counselors	None	None	Supervision of Youth	Short Term
Yes	Ethics and Leading with Integrity	Ethics 101 or choice of 5 Leading with Integrity courses (Trust, Communication, Engagement, Ethics and Emotional Intelligence) Required by HB216 passed in 2015 for all state employees	Online	DHRM Trainers	1 hour	No	All Staff	None	None	None	Short Term
Yes	New Employee DHRM Rules Training	State Personnel Rules provide the framework for all DHRM policies and guidelines. Covers important human resource topics such as Leave, Substance Abuse Rules and Performance.	Online	DHRM Trainers	½ hour	No	All New Employees	None	None	None	Short Term
Yes	DHS/JJS Policies and Procedures	Review of DHS/JJS Policies and Procedures.	Facility/Program	Power DMS and Supervisor	8 hours	Yes	All Staff	None	Annual review	Case management and supervision	Short Term

Core (Yes/No)	Course Title	Course Description	Setting/ Venue	Proposed Provider	Approximate Number of hours/ days	Taught as In-Service Training	Audience	Prerequisites	Frequency	Title IV-E Administrative Functions*	Core (Yes/No)
Yes	Youth Safety First PREA	State of Utah Training developed to meet PREA requirements.	Online	JJS Trainers	1 hour	No	All direct care staff	None	Annual Review	Case management and supervision	Short Term
Yes	LGBTQI & GNC	Review of new policy to ensure staff are aware of protocol and requirements to provide a safe environment for all youth identifying as LGBTQI & GNC	Online	JJS Training Portal	½ hour	No	All Staff				
Yes	CPR/AED/First Aid/Blood Borne Pathogens	American Red Cross curriculum for CPR and First Aid.	Facility/Program	JJS Trainers	4 hours	No	All staff	None	Review every 2 years	Case management and supervision	Short Term
Yes	Blood Borne Pathogens	How blood borne pathogens are spread; preventing exposure incidents by following work practice controls.	Facility/Program	American Red Cross – JJS Trainers	2 hours	No	All Staff	None	Annual review	Case management and supervision	Short Term
Yes	ADA/Civil Rights	Training developed by DHS to address appropriate treatment of co-workers, clients and public.	Online	DHS Trainers	1 hour	No	All Staff	None	Once	Case management and supervision	Short Term
Yes	Civil Rights—Food Service	Civil Rights training to ensure all youth have equal access to food and nutrition	Online	Utah State Board of Ed	½ hour	Yes	All Staff in facilities where food is served	None	None	None	
Yes	Operations Manual	Review of facility/program operations manual.	Facility/Program	Supervisor	2 hours	Yes	All Staff	None	Annual review	Case management and supervision	Short Term
Yes	Defensive Driving	For all staff that drive state vehicles.	Online	Online	1 hour	No	All Staff	None	Annual review	None	Short Term
Yes	Security Awareness	For all staff on how to maintain safety using online resources.	Online	Online	1 hour	No	All Staff	None	Annual review	None	Short Term
Yes	Workplace Harassment & Abusive Conduct	For all staff on avoiding and preventing workplace harassment.	Online	Online	½ hour	No	All Staff	None	Review every 2 years	Case management and supervision	Short Term
Yes	Emergency Manual	For all staff on the emergency procedures for their facility/program.	Facility/Program	Supervisor	1 hour	Yes	All Staff	None	Annual review	Case management and supervision	Short Term
Yes	Program Manual	Program specific information to help staff understand how to provide needed services for youth in their care	Facility/Program	Supervisor	8 hours	Yes	All Facility/Program Staff	None	Annual Review	Case Management and Supervision	Short Term
Yes	Food Handler Permit	Required for all staff and youth who handle/serve food	Online	Online with local County	1 hour	No	All Staff who handle/serve food	None	Triennial Review	None	Short Term

Core (Yes/No)	Course Title	Course Description	Setting/ Venue	Proposed Provider	Approximate Number of hours/ days	Taught as In-Service Training	Audience	Prerequisites	Frequency	Title IV-E Administrative Functions*	Core (Yes/No)
Yes	Incident Report Live Cycle	Training on how to use the Live Cycle system to complete incident reports	Online	JJS Training Portal	1 hour	No	All Staff	None	None	Case Management and Supervision	Short Term
No	MAYSI-II, PSI, CSSRS Screeners	Training on how to administer necessary screenings to youth during intake. Screenings cover: Suicidality, Trauma, Anger	Facility/Program	Field Training Coordinator	1 hour	No	Intake staff	None	None	Case Management and Supervision	Short Term
No	UFACET	Training on how to administer, score and utilize the information from the UFACET to engage families	Various	JJS Trainers/ DHS Trainers	2 hours	No	Case Managers and early intervention staff	None	None	Case mgt. and supervision, development of case plan	Short Term
No	DBT Skills	Training on how to run DBT Skills groups and support youth in developing skills on the unit	Various	Behavior Tech	32 hours	No	Direct Care staff chosen to facilitate	Study Group	None	None	Short Term
No	DBT Front Line	Overview of DBT principles and how to support DBT work with youth on the unit	Various	Behavior Tech	16 hours	No	Direct Care Staff	None	None	None	Short Term
No	SPARK	Use of SPARK Curriculum, equipment and activities to help youth participate in activities that will help them focus during school.	Facility/Program	SPARK Trainers	2 hours	No	Staff chosen to facilitate SPARK	Approved by APD	Various	Case Management and Supervision	Short Term
No	Strengthening Families	Training on how to utilize the 14 week Strengthening Families Curriculum to run groups with youth and Families	Various	Jaynie Brown	16 hours	No	Staff chosen to facilitate Strengthening Families Groups	None	None	None	Short Term
No	Carey Guides	Use of the Carey Guides in their work with youth.	Various	JJS Trainers	8 hours	No	All direct care staff	None	Review as needed	Case management and supervision	Short Term
No	Motivational Interviewing	Skill development in motivational interviewing to help youth make choices that they are internally motivated to follow through with.	Online and Various	JJS Trainers/ MINT trainer Johnizan Bowers	8 hours or as needed with online	No	Direct Care staff	None	Ongoing	Case management and supervision	Short Term
No	Child & Family Team Meetings	How to facilitate Child and Family Team meetings; engage families; assist youth in creating case plan and making goals for progress toward return home.	Various	JJS Trainers	2 hours	No	All Staff	None	Review as needed	Referral to services, preparation and participation in judicial determinations, placement of children, development of case plan	Short Term

Core (Yes/No)	Course Title	Course Description	Setting/ Venue	Proposed Provider	Approximate Number of hours/ days	Taught as In-Service Training	Audience	Prerequisites	Frequency	Title IV-E Administrative Functions*	Core (Yes/No)
No	Online Protective & Risk Assessment	The Division's Risk Assessment Tool. Focuses on determination of level or risk for juvenile to re-offend, identify targets for intervention and to develop a case plan focused on intervention.	Online	JJS and Juvenile Court Trainers	2 ½ hours	No	All Staff with Case Management and Secure Care as the priority	None	Review as needed	Referral to services, preparation and participation in judicial determinations, placement of children, development of case plan	Short Term
Yes	Case Planning	Training on how to utilize the PRA/BAW to identify priority risk items, set goals, action steps and strategies to reduce risk and how to effectively work with the youth and family to accomplish this.	Various	JJS and Juvenile Court Trainers	28 Hours (4 days of training)	No	New case managers and O&A staff	CP I	Review as needed	Ref. to services, prep and participation in judicial determinations, placement of children, development of case plan	Short Term
No	Procedural Justice	Basics of Procedural Justice; utilizing these principles will improve relationships and outcomes.	Online	JJS Training Portal	1 hour	No	New Staff	None		None	Short Term
No	Court and Agencies Record Exchange (CARE)	Centralized database that tracks interactions with delinquent youth. Risk Assessment information. Creates a useful case management system and enhances communication between agencies responsible for juvenile training and child welfare.	Online and Live	Supervisor and JJS Training Portal	Variable	No	Counselor series staff	none	Review as needed	Case review, case management and supervision	Short Term
No	QSR—Quality Service Review for new reviewers	Training on how to administer, score and report QSR audit process including interviews and documentation.	Various	JJS Trainers and OQD	8 hours	No	Supervisors and APD's	None	Review as needed	Case review, case management and supervision	Short Term
No	Bridges out of Poverty	Understanding the impact of poverty on behavior, attitudes and thinking for youth and families.	Various	JJS Trainers/ DHS Trainers	8 hours	No	All staff	None	Review as needed	Case management and supervision	Short Term
No	Autism		Online	JJS Training Portal		No	All direct care staff				
No	Human Trafficking	Recognizing the prevalence of and signs of human trafficking in their work with youth.	Online	JJS Training Portal	Variable	No	All direct care staff	None	Review as needed	Case management and supervision	Short Term

Core (Yes/No)	Course Title	Course Description	Setting/ Venue	Proposed Provider	Approximate Number of hours/ days	Taught as In-Service Training	Audience	Prerequisites	Frequency	Title IV-E Administrative Functions*	Core (Yes/No)
Yes	Crisis Intervention Review	Review of supervising youth; verbal de-escalation skills; personal safety and escape techniques; security management; defensive tactics; control tactics.	Facility/Program	JJS staff Trainers	16 hours	No	Direct care staff	40 hour initial	Annual	Case management and supervision	Short Term
No	DHRM New Supervisor Training Series	Three sessions covering: Transitioning to Supervisor, Performance Management and UPM, and Discipline and Performance Improvement	Online	DHRM Trainers	4 ½ hours	No	Supervisors	None	As Needed	None	Short Term
No	DHRM Leadership Skills for Supervisors	4 day long training sessions covering: Communication, Performance Management, Interpersonal Effectiveness and Leadership	Various	DHRM Trainers	4 days	No	Supervisors	None	As Needed	None	Short Term
No	DHRM Fundamentals of Supervision	Three sessions covering: Alphabet soup/Fair Labor Standards Act/HR Rules Primer; Workplace Harassment for Supervisors; Performance Improvement and Discipline	Online	DHRM Trainers	3 ½ hours	No	Supervisors	None	As Needed	None	Short Term

Training of Trainers											
Core (Yes/No)	Course Title	Course Description	Setting/ Venue	Proposed Provider	Approximate Number of hours/ days	Taught as In-Service Training	Audience	Prerequisites	Frequency	Title IV-E Administrative Functions*	Duration Category
No	Crisis Intervention Training of Trainers	Division employees develop skills to deliver training on the Crisis Intervention training program used by JJS. Supervising youth; verbal de-escalation skills; personal safety and escape techniques; security management; defensive tactics; control tactics.	Various	Contract	80 hours initial, 40 hours annually	No	New trainers	Physical requirements	Annual review	None	Short Term

DJJS Conferences Conducted by Outside Experts											
Core (Yes/No)	Course Title	Course Description	Setting/ Venue	Proposed Provider	Approximate Number of hours/ days	Taught as In-Service Training	Audience	Prerequisites	Frequency	Title IV-E Administrative Functions*	Duration Category
No	N.O.J.O.S. Sex offender Case Management Conference	Participants are given a variety of skill development opportunities during workshops that discuss current issues in working with juvenile sex offenders.	Salt Lake	Network on Juveniles Offending Sexually	Approx. 14 hours	No	JJS Case Managers and Counselors	None	Annual	Case management and supervision	Short Term
No	N.O.J.O.S. Clinical Intensive Conference	Participants will develop skills in an advanced workshop that will discuss current issues on working with juvenile sex offenders.	Various	Network on Juveniles Offending Sexually	4-8 hours	No	JJS counselors, Case Managers and Clinicians	None	Annual	Case management and supervision	Short Term
No	Northern Utah Gang Conference	Participants will develop skills during a variety of workshops that discuss current gang trends.	Ogden	Guest speakers	Approx. 12 hours	No	JJS counselors	None	Annual	Case management and supervision	Short Term
No	Critical Issues Conference	Participants will develop skills during a variety of workshops that address critical issues in working with adolescents.	Salt Lake	Guest speakers	Approx. 12 hours	No	JJS Clinicians	None	Annual	Case management and supervision	Short Term
No	Crime Victims Conference	Participants will develop skills during a variety of workshops that discuss current issues in working with crime victims.	Salt Lake	Guest speakers	Approx. 12 hours	No	JJS counselors	None	Annual	Case management and supervision	Short Term
No	Salt Lake Area Gang Conference	Participants will develop skills during a variety of workshops that discuss current gang trends.	Salt Lake	Guest speakers	Approx. 15 hours	No	JJS counselors	None	Annual	Case management and supervision	Short Term
Core (Yes/No)	Course Title	Course Description	Setting/ Venue	Proposed Provider	Approximate Number of hours/ days	Taught as In-Service Training	Audience	Prerequisites	Frequency	Title IV-E Administrative Functions*	Duration Category
No	Promising Youth Conference	Participants will develop skills during a variety of workshops that discuss current issues in working with at risk youth.	Snowbird	Guest speakers	Approx. 12 hours	No	JJS counselors and above	None	Annual	Case management and supervision	Short Term
No	Rocky Mountain Suicide Prevention Conference	Participants will develop skills during a variety of workshops that discuss suicide awareness and prevention.	Provo	Guest speakers	Approx. 12 hours	No	JJS counselors	None	Annual	Case management and supervision	Short Term
No	Fall Substance Abuse Conference	Participants will develop skills during a variety of workshops that discuss current substance abuse issues. Held by DSAMH	St. George	Guest speakers	Approx. 12 hours	No	JJS counselors and above	None	Annual	Case management and supervision	Short Term

IV-E Training for DJJS Support Staff											
Core (Yes/No)	Course Title	Course Description	Setting/ Venue	Proposed Provider	Approximate Number of hours/ days	Taught as In- Service Training	Audience	Prerequisites	Frequency	Title IV-E Administrative Functions*	Duration Category
No	IV-E Eligibility New Eligibility Worker	Introduction to title IV-E legislation, rules regulations, policies and procedures to determine if a youth in out-of-home care is qualified for Title IV-E benefits.	DHS Administrative Office	IV-E Medicaid specialist	7 hours	No	New Eligibility workers	None	6-10 days each year	Placement of children	Short Term
No	IV-E Eligibility worker in-service training	New or updated legislation, policy, and procedure to determine if a youth in out-of-home placement is qualified for Title IV-E benefits.	DHS Administrative Office	IV-E Medicaid specialist	7 hours	No	Experienced eligibility workers	IV-E Eligibility new eligibility worker	6-10 days each year	Placement of children	Short Term
Estimated Cost of Training		\$742,194.14									
<p>Cost Allocation Methodology For administrative cost reimbursement, DJJS allocates eligible costs for training administration using Random Moment Sample results combined with the Title IV-E penetration rate. The total amount of costs accumulated in the cost center for the administration of JJS' Training Unit from July 1, 2018 through Mar 31, 2019 (then annualized) were \$613,778.64. Of the total costs posted to the Training Unit administration cost center, the great majority— 86%--of those costs were personnel costs (\$526,687 / \$613,778). After applying the Random Moment Sample and Title IV-E penetration rate to the \$613,778 in total costs accumulated, \$63,171 (or 10.3%) of the total Training Unit administration costs were determined to be eligible as training related Title IV-E administrative costs.</p> <p>For training cost reimbursement (at the 75% federal participation rate), DJJS allocates eligible direct training costs for training events using Random Moment Sample results combined with the Title IV-E penetration rate. The total amount of costs accumulated in the cost center for JJS' direct training costs from July 1, 2018 through Mar 31, 2019 (then annualized) were \$250,408.88. None of the direct training costs were personnel costs. After applying the Random Moment Sample and Title IV-E penetration rate to the \$250,408.88 in direct training costs accumulated, \$25,772 (or 10.3%) of the total direct training costs were determined to be eligible as Title IV-E direct training costs (eligible at the 75% federal participation rate).</p>											